



What Do We Know About ELL Formative Assessment and How Do We Develop a System Accordingly?

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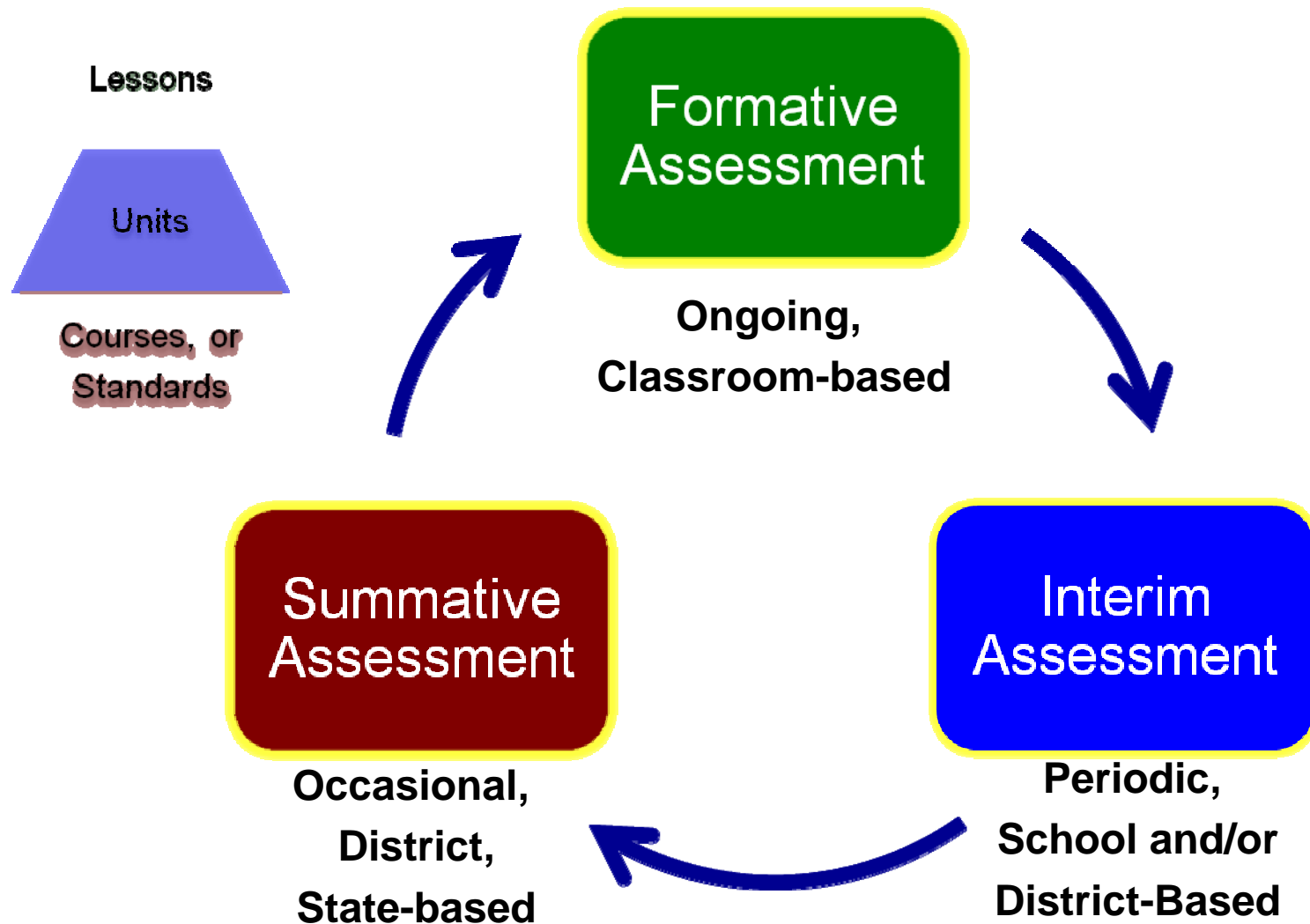
November 19, 2008

- Definitions
- Balanced Assessment Systems
- Formative Assessment Best Practices
- A Formative Assessment Model for ELLs

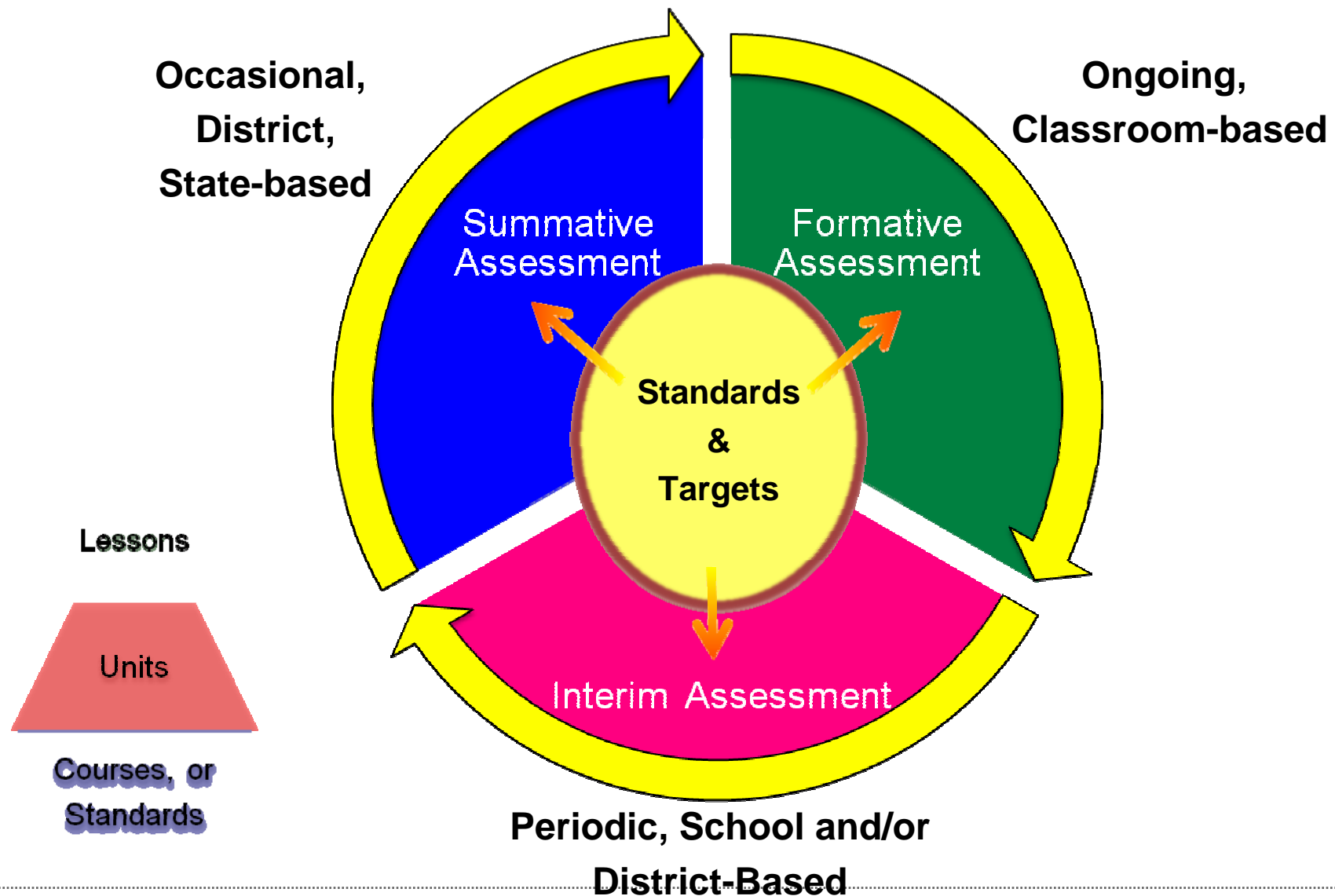
Definitions

- **Assessment:** a sampling of student behavior for the purpose of making an inference
- **Formative Assessment:** an *ongoing* assessment process that provides students and teachers with *feedback* on progress toward *instructional goals*
- **Interim Assessment:** a *periodic* assessment that provides students, parents and educators with *information* on *unit attainment or progress* across units.
- **Summative Assessment:** an *occasional* (often annual) assessment that provides parents, educators, and policymakers with *information* on *course / standard attainment or progress*

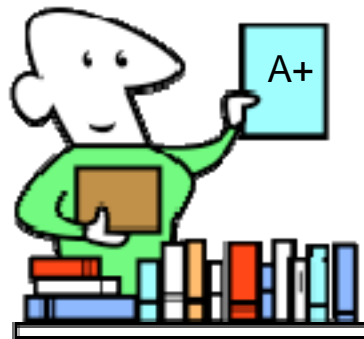
Balanced Assessment System



Balanced Assessment System



OUR FOCUS FORMATIVE ASSESSMENT



Formative Assessment Best Practices



Formative Assessment Best Practices

- **Technically Sound:** Research on classroom assessment has found that teachers need support in creating valid and reliable classroom assessments.
- **Embedded, ongoing:** Formative assessments should be embedded in lesson planning, not apart from it, and it should be an ongoing part of the instructional process.
- **Learning goals:** Formative assessments should be linked to sequentially articulated, teacher and student friendly learning goals.

Formative Assessment Best Practices

- **Examples:** Formative assessments should have examples of good student work and meaningful exemplars to help teachers and students set goals.
- **Identify Current Skills:** Formative assessments provide information on what students know now and inform teachers of where instruction needs to go accordingly.
- **Highlight Gaps:** Formative assessments identify students' gaps in learning so both students and teachers know instructional needs.

Formative Assessment Best Practices

- **Integrated:** Formative assessments are integrated with other assessments and standards to be part of a balanced system.
- **Dynamic:** To be effective, formative assessments must accommodate for classroom realities (e.g., easily administered, account for interruptions).
- **Rigorous PD:** Deep and sustained professional development is essential for effective formative assessment implementation and use.

Good Resources

- Heritage, M. (2008). Learning progressions: Supporting instruction and formative assessment. Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO), Washington, DC.
- McMillan, J.H. (2007). *Formative Classroom Assessment: Theory into practice* (ed.). NY: Teachers College Press.
- Popham, W. J. (2008). *Classroom assessment: What teachers need to know* (5th ed.). Boston: Allyn and Bacon.

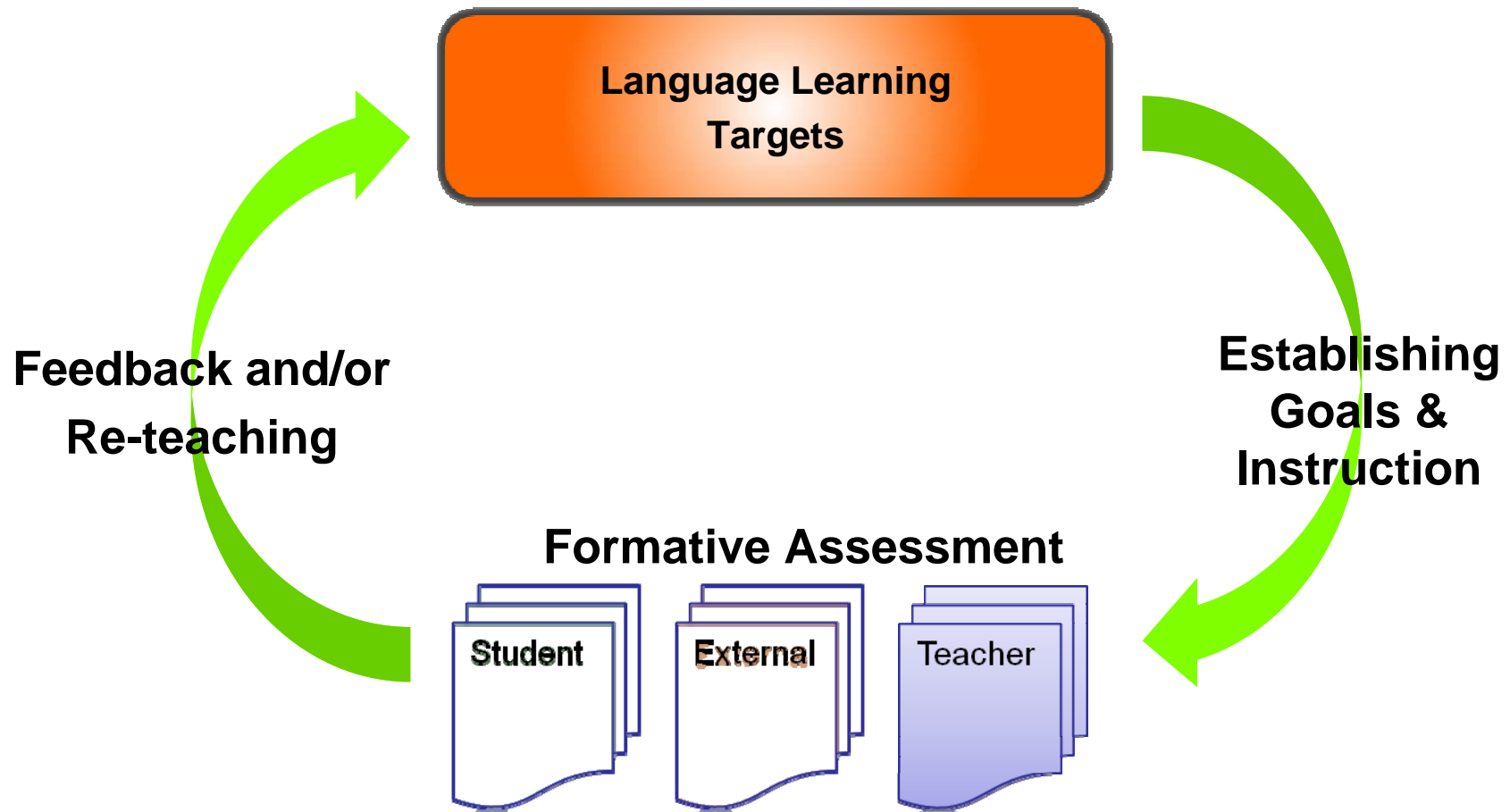
What do we know about ELL formative assessment?

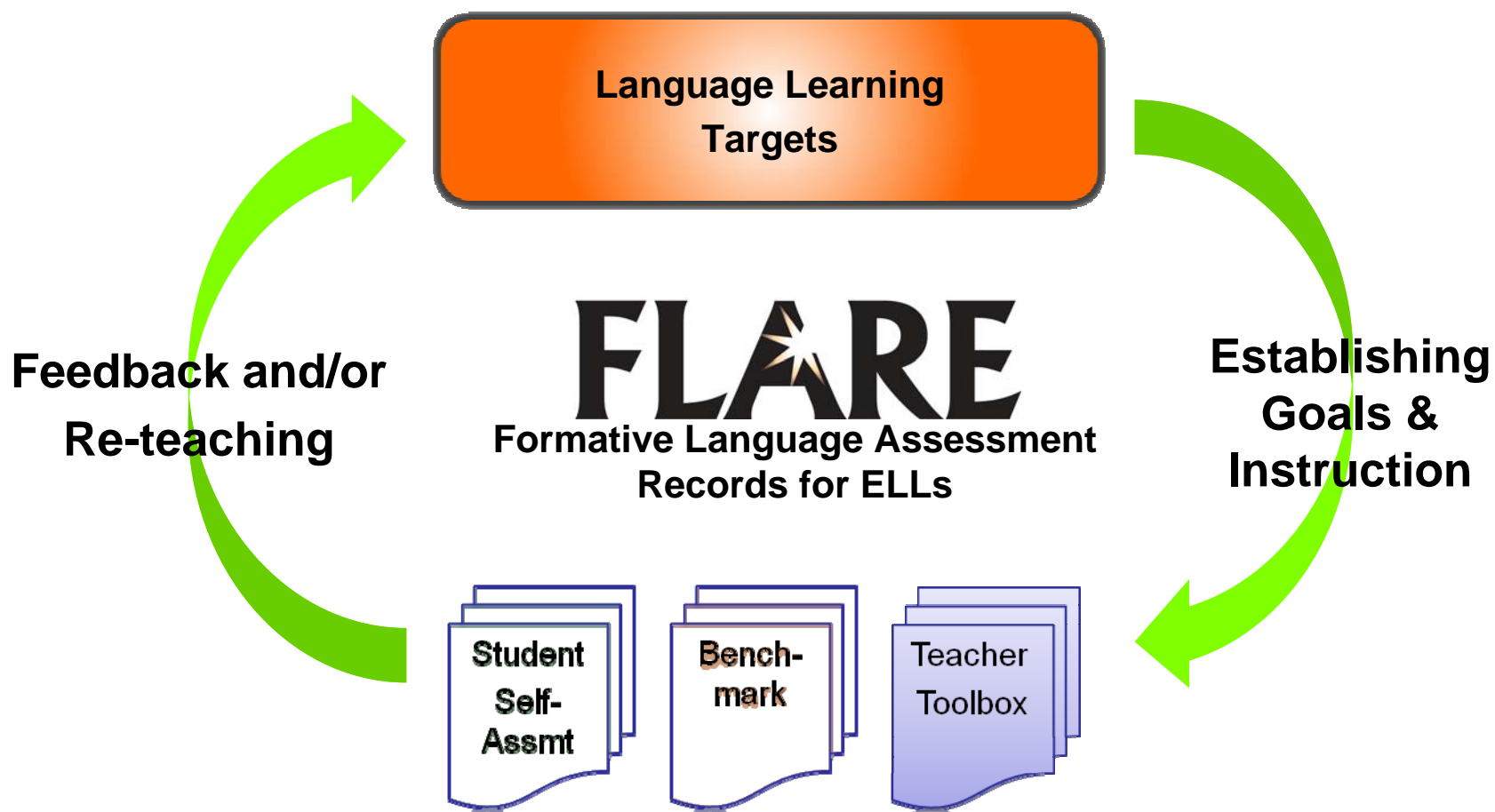
Precious Little!

“Language researchers have only recently undertaken investigations of teachers’ formative assessment” (p.251).

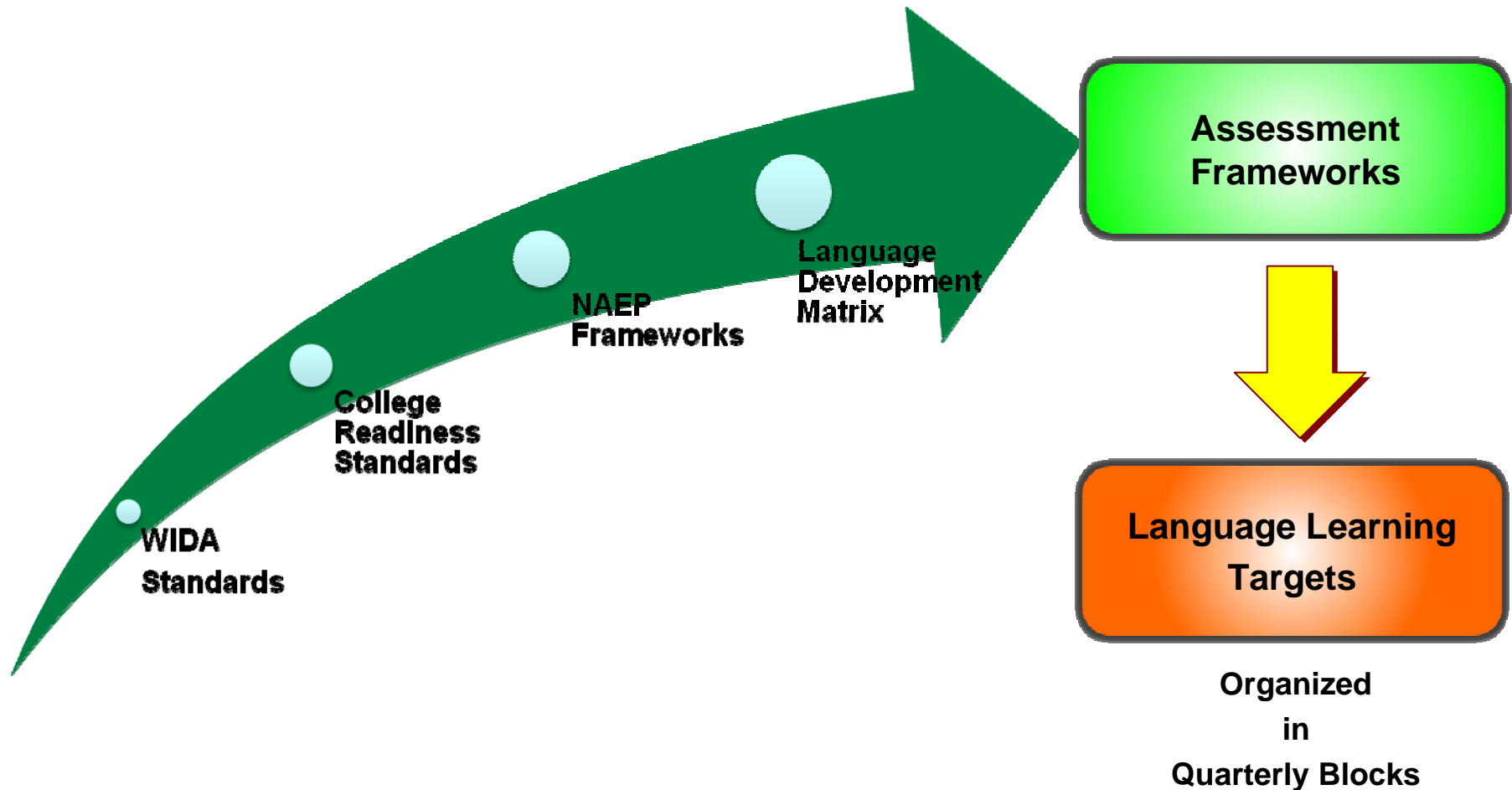
McKay, P. (2005). Research into assessment of school-age language learners. *Annual Review of Applied Linguistics*, 25, pp 243-263.

Formative Assessment Model

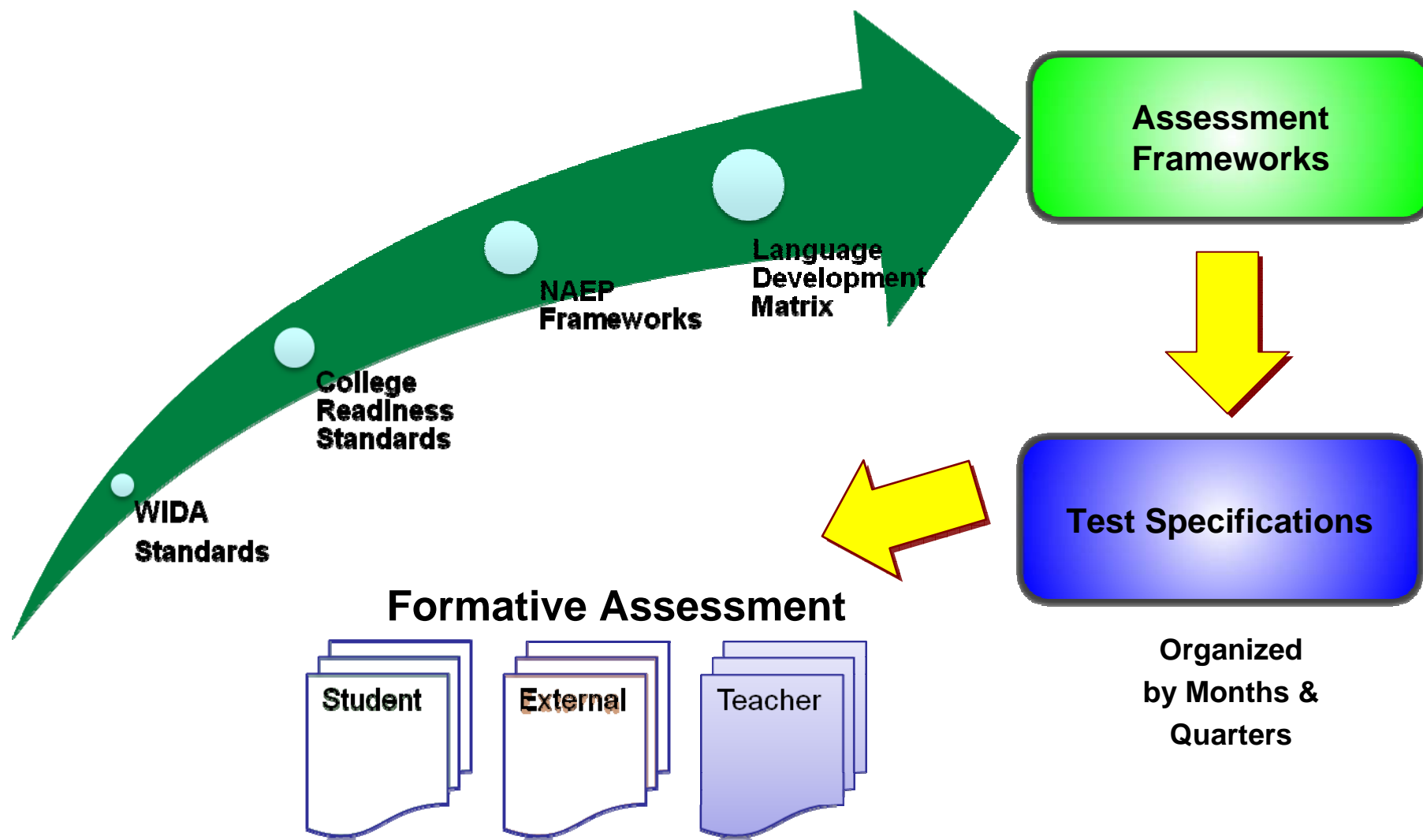




Learning Target Development



Learning Target Development



FLARE Implementation

Phase 1: Developing Assessment Frameworks

Phase 2: Creating Language Learning Targets (LLTs)

Phase 3: Developing FLARE Assessments

Phase 4: Piloting LLTs and FLARE Assessments

Phase 5: Field Testing FLARE System

PD